DOCUMENT RESUME

ED 151 479 UD 018 020

TITLE Project Conquest (Remedial Reading Project).
INSTITUTION East St. Louis School District 189, Ill.
PUB DATE [76]
NOTE 36p.; For related documents see ED 087 827 and ED 127 577 ; Best copy available

EDRS PRICE MF-$0.83 HC-$2.06 Plus Postage.
DESCRIPTORS Diagnostic Teaching; *Elementary Education; Individualized Instruction; Junior High Schools; Parent Participation; *Reading Centers; *Reading Clinics; *Reading Improvement; *Reading Programs; *Remedial Reading
IDENTIFIERS *Project Conquest

ABSTRACT

This document presents a review of the Remedial Reading Project also known as Conquest. This project served 19 Title I elementary schools, two parochial elementary and junior high schools, and four district junior high schools in the St. Louis, Missouri school district. The main components of the project were the reading rooms, reading clinics, and parental involvement programs. Fourth, fifth, and sixth grade pupils attended the reading clinics. There were 22 parents involved in the Parent Advisory Council. They met every second week and discussed their children's reading deficiencies, learned reading related games which they could play with their children, and saw films on helping children learn to read. All grades, with the exception of the first grade, achieved statistically significant mean gains of 7.5 months. Findings for the junior high students indicated that these students were experiencing great difficulties in work that demanded reading, but performed on norm with their peers in nonreading skills. (Author/AM)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED151479

PROJECT CONQUEST

BEST COPY AVAILABLE

"A CLINICAL APPROACH TO READING"

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Betty P. Spann, Director

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

UD018020

NW 000 020

PRODUCT Conquest

DEVELOPER East St. Louis School District

DESCRIPTORS Reading Programs
Elementary Grades
Reading Centers
Continuous Progress Plan
Inservice Teacher Education
Diagnostic Teaching
Individualized Instruction

Overview

Conquest, a clinical approach to reading, intensively diagnoses a child's problem through a 17-step diagnostic procedure and prescribes an individualized structured learning program to be followed by the child throughout the year. The program requires 45 minutes daily for the full school year.

Rationale & General Objectives

Conquest is based on the belief that a diagnostic prescriptive approach can enable students to receive appropriate instruction and upgrade their reading skills. Program goals are to:

- help students perform closer to their reading potential
- promote self-confidence and the ability to participate readily in reading activities

Implementation Requirements

Inservice training is required prior to implementation. Each clinician receives two weeks of extensive training in remediation, testing and related areas, and then works individually with six children 4½ days per week. Well-equipped rooms with 12-16 individual carrels are necessary.

Technical Assistance Contact

Mrs. Bettye P. Spann
1005 State Street
East St. Louis, Illinois 62201
(618) 875-8800 x 149, 166

Target Audience

First grade repeaters and students in grade 2-6
Jr. High 7-9 (expansion)

Materials/Costs

Evaluation Manual
Project Management Directory
Training Manual
Project Management calendar
Counselor's Manual
Nurse's Manual
Materials/Equipment Catalog
Project Orientation Materials
Practical Guide to Measuring Project Impact on Student Achievement

Initial cost for equipping one reading clinic - $5,000. Cost is about $400 per pupil after startup.

Evaluation (Evidence of Effectiveness)

Results from the Gates-MacGinitie Test (grades 1-3) and the California Achievement Test (grades 4-6) verified that Conquest students scored significantly higher on reading skills than students not in the program (control).

Assurances & Claims

Based on achievement gains, this program is one of the best projects nationally for underachieving students. It has received JDRP and NW Reading Consortium approval and has been packaged as a PIP.

Supplier

East St. Louis School District
1005 State Street
East St. Louis, Illinois 62201
(618) 875-8800 x 149, 166
Contact: Bettye Spann or your state facilitator or the NW Regional Exchange (503) 248-6848

Available on loan from NWREL:

Conquest
Overview book

CONQUEST

(Remedial Reading Project)

1005 State Street
Phone: 518-875-8800
Ext. - 166 - 149

Mrs. Bettye Spann, Director

4

CONQUEST

(Remedial Reading Project)

Time: Regular Term Only.

Eligible Title I Students Served:

Number Enrolled: 1,013

Source:

	Public		Parochial		
Elementary					
Grades 1 thru 3 (Reading Rooms)	326		21		
Grades 4 thru 6 (Reading Clinics)	463		33		
Junior High					
Grades 7 thru 9	169		1		
Total	958	+	55	=	1,013

Number of Title I Schools Served

Regular Term	Public		Parochial		
Elementary	19		2		
Secondary					
Junior High Schools	4		0		
Total	23	+	2	=	25

Staff:

1 Director
2 Reading Coordinators
38 Reading Clinicians
2 Clerks
1 Clerk-Aide
1 Mobile Reading Lab. Driver (Parttime)
2 Nurses (Supportive)
3 Counselors (Supportive)
1 Health Aide (Supportive)
6 Media Technicians (Supportive)

Inservice:

General:

All Staff: Two weeks, six hours daily, of pre-service before classes established; training and retraining in reading techniques, methods and procedures of diagnosis and remediation of reading difficulties.

Certified Personnel: Every Friday afternoon, three hours: problems and solutions, testing and evaluation procedures; innovative reading procedures; how to relate to children, etc., by district and outside authorities.

Specific

From months October, 1975, through May, 1976--except in February, 1976 when Dr. Mershon, of the Reading Lab in the St. Louis public school system, presented an overview of the work under her direction--gave two hour presentations of their newly developed reading materials and told how they could be used in the program.

Cost:

Term	Project	Per Pupil
Regular Only	$935,729	$924

Percentages* of Changes In Project Costs From 1974-75

Number of Students	Cost of Project	Cost Per Pupil
-25%	-19%	+7%

(*Percentages rounded to next whole number).

OVERVIEW

Schools Served

The nineteen Title I elementary schools served by Project Conquest during 1975-76 were: Alta Sita, Attucks, Brown, Cannady, Dunbar, Franklin, Garfield, Garrison, Golden Garden, Hawthorne, Jackson, Jefferson, Kennedy, Lafayette, Lilly-Freeman, Longfellow, Monroe, Park, and Washington. Two parochial schools, St. Joseph and St. Patrick, which serve both elementary and junior high students situated in the Title I target area, also were served. Four district junior high schools--Clark, Hughes-Quinn, King, and Rock--were served. Clark was a substitute for Lansdowne, where room was not available for service.

Selection Criteria

Children were referred to Project Conquest by the teachers of the target area schools: each referral was based upon (1) May, 1975, Gates-MacGinitie[1] or California Achievement Test, Reading Subsection[2] total scores of a student of from six months to two years below grade level, and (2) teacher judgment of the accuracy of those testing assessments. When test scores were not available because a child had been absent during district testing time or because he was new in the district, teacher judgment only was used.

Upon reaching the project, from 1972-73 to and including the present year, all referred children were screened by the Slosson[3] to further document each child's capacity for remediation. Since Project Conquest has always depended on individual testing for the diagnosis of precise reading difficulties of each child, in 1974-75 the other basic academic programs began sharing the Slosson assessment by testing their unduplicated students. With the over 6,000 names in the Slosson Bank as of August, 1976, further testing will not be burdensome to any project, as it is a one-time testing. If any Title I child is in a project for two years--and it is expected, based upon performance in previous years, that about 30 percent of the students will need services beyond the first year--or if he enrolled in different projects in two sequential years, he will not be re-tested. Only if a child is in the four percent remaining in Title I for three years or more will the Slosson testing be updated.

After the above preliminary screening, children were randomly selected from this eligible group for project participation along with the project retainees

---

[1]Authur L. Gates and MacGinitie, Gates-MacGinitie Reading Tests (New York: Teachers College Press, Teachers College, Columbia Press, 1965).

[2]Ernest W. Tiegs and Willis W. Clark, California Achievement Tests (Monterey, California: California Test Bureau, Del Monte Research Park, 1970 Printing).

[3]Richard L. Slosson, Slosson Intelligence Test (S.I.T.) (East Aurora, N.Y.: Slosson Educational Publications, 140 Pine Street, 1971 Edition).

on the low (usually six-to-one) pupil-teacher ratio necessary for individual remedial reading work. The children at each project center who could not be served were used in Control Groups.

The project students were then each given a battery of diagnostic reading tests, including The New Developmental Reading Tests[4] by Bond, et al., as well as the SORT[5], to establish the individual reading needs of each child and the reading grade level at which he could begin functioning successfully; the "Controls" received the Bond and SORT testing at the same time as did the Conquest students.

All children in the Conquest group were checked by the School Health Services. Children whom the homeroom teachers had identified as having personal problems which could be interfering with their ability to perform at the rate of which they were capable were also referred to the Title I Counseling and Guidance Services for assistance. Children with psychological and/or physiological problems, identified during the year, were also referred to the Title I Counseling and Guidance Service by the Project Conquest teachers.

PROJECT CONQUEST'S COMPONENTS

Project Divisions

Reading Rooms

First, second, and third grade students attended the Reading Rooms in the portable units on the grounds of the eligible Title I schools served by Conquest. Reading Rooms are on the grounds of the "feeder" schools so that the young children need not cross streets. Instruction, given four and a half days for 45-minute periods, was to develop the good basic reading skills in which the pupils were deficient.

Reading Clinics

Fourth, fifth, and sixth grade pupils attended the Reading Clinics in target area locations within walking distance of the school of each pupil. All children were those with long-standing reading difficulties. A "clinical" approach of "diagnosing" individual reading problems and "prescribing" for them was the basis of the clinical operation. At each Reading Clinic a master teacher not only supervised the work of other "clinicians," but also taught the students with the greatest difficulties. The same time schedule as in the Reading Rooms was observed.

---

[4]Grades 1-3, Incl.: Guy L. Bond, Bruce Balow, and Cyril J. Hoyt, The New Developmental Reading Tests (Lower (Grades 1 and 2a) and Upper (2a-3 Versions) Chicago, Ill.: Lyons and Carnahan, Inc., 1965); Bruce Balow and Cyril Hoyt, Silent Reading Tests (Chicago, Ill.: Lyons and Carnahan, Inc., 1965 and 1970 Versions).

[5]Richard L. Slosson, Slosson Oral Reading Test (SORT) (East Aurora, N.Y.: Slosson Educational Publications, 140 Pine Street, 1971 Edition).

Four teacher aides completed the course work necessary for their Bachelor Degrees in Education.

Parental Involvement

A Parent Advisory Council met every second Wednesday at the Conquest office. There were 22 parents involved in Project Conquest's Parent Advisory Council in 1975-76. The parents discussed their children's reading deficiencies, learned reading related games which they could play with their children, were shown films on how to help children in reading by the Media Service, and had a sociable time with others who shared the same problems of having a child with difficulty in reading. Inservice on how they could, should, and should not help their children with reading was given to parents at the various Conquest schools. Parents were invited to visit their children's classes to observe how they were taught and to observe their children in the remedial classroom. As did parents from all other Title I projects, members of the parent group worked with this department to furnish data for the Title I Parental Evaluation which appears in this publication.

Honors

In 1972 Project Conquest was chosen by the federal "Right to Read" Council as one of the five exemplary Reading programs in the United States.

In 1974 the Learning Achievement Corporation and R.M.C. Research Association from Palo Alto, California, selected Conquest as one of six Reading Programs to be duplicated nationally. Only those programs with objective statistical assessments of student gains were considered; a second statistical assessment was then obtained by the research component of the organization. If the results of the second product evaluation were the same as that by the project evaluator, further visitations to the project were made to evaluate the process. Only six projects withstood this rigid investigation.

In April, 1975, the Conquest director presented a four-day workshop, based upon the work of the project, at Showcase '75 in New Orleans.

In May, 1976, in San Francisco, California, the director of Conquest, along with other selected Title I projects, received an United States Office of Education, Bureau of School System, award for Conquest's "Outstanding Educational Contribution," based upon 1974-75 data.

STATISTICAL ANALYSIS OF DATA

Pre-test Analysis

Preliminary analysis of all pre-test data was done to ascertain that (1) the children were those who qualified for services, and (2) the "controls" were children who would have qualified for the project's services if additional funds were available. The *t* test of significance was applied to the Gates-MacGinitie and C.A.T. available data for the Project and Control Groups for grade levels one through six, and the resulting *t*'s were non-significant. Grade 1 had no

Both Groups

Two supervisors coordinated the activities of both the "rooms" and the "clinics," and supplied assistance in problems which could be solved at the individual locations. Both had been outstanding master teachers before assuming these positions.

Trained substitutes were available so that the pupils would not lose learning momentum if a teacher were absent.

The teaching was based upon the concept that teachers were to guide and assist pupils in structured learning situations. A group with the same reading problems were instructed together; when two pupils could be helped with the same problem they worked together, and when one child had a specific problem his work was individualized. Groups were fluid; a child could be receiving individual instruction for a ten minute period, be taught with another child for 15 minutes, and spend the rest of the period working in a group of from three to six pupils. All pupils either learned or reviewed the Phonovisual Chart, and its word decoding skills were re-emphasized when needed during the year. Over 85 reading materials--teaching machines, various levels of books, games, individual study carrels, earphones, reading-pacers, etc.--were available for each teacher's use as he/she daily reassessed the needs of students. The basal reader was not used, as repetition in a source of failure could not encourage a child. Though the development of word recognition ability was an integral part of the clinical design, it was emphasized only as a basis for increased comprehension in and enjoyment of reading.

Junior High Reading Program

Junior High students who were severely retarded in reading ability, but through their S.I.T. scores, when available, and their district teachers' judgment were assessed as remedial, were served by Project Conquest. These students were taught the word decoding skills of the primary children but within the context of reading materials appropriate to their ages. Though these pupils were assessed as capable of normal progress, their years of failure had so demotivated them that many did not realize they could learn: this lack of self-confidence was an added variable to be overcome.

Other Aspects

Professional Credentials

All teachers in the project have elementary certification. The director has her Master's Degree + 30 hours in reading-related courses.

Development

Eight Conquest teachers attended university courses during the year. Six of the teachers acquired hours in reading; one of these received her Master's Degree in Reading from the University of Illinois. One teacher, presently a principal in another Illinois school district, received his Master's Degree in Administration from Saint Louis University. The remaining teacher took two curriculum courses, one course relating to pupil personnel, and a course in Mental Hygiene for Teachers, an increasingly popular offering.

Control Group. Based upon this analysis, it was concluded that the students randomly assigned to the Project Groups and the Control Groups were equitable and were those eligible for and needing the project's services.

Slosson Intelligence Test (S.I.T.)

As explained in the Overview, the Slosson Intelligence Test (S.I.T.) is not a pre-post instrument, but is given prior to project instruction as one of the instruments for screening potential participants. This individual test was chosen because: (1) the short time--20 minutes--needed to give and grade it; (2) its validity when given by teachers; and (3) its high correlation (.89) with the Stanford-Binet Intelligence Scale, Form L.M.[6] The S.I.T. gives an estimate of a child's capacity to do the type of thinking demanded for school success. No intelligence test is ever completely valid, but some estimate of the intellectual capacity of the population served is necessary to structure program learning so as to maximize the capacities of children served and to interpret the effectiveness of the project. As illustrated in Figure 1, except for the low first grade mean in 1973-74, the pattern of mean I.Q. scores during the three years at each grade level covered drops progressively, but fell within the same range of from low 80's to low 90's. Since Conquest has the first unduplicated count in District 189's Title I program, it may be assumed that this is representative of the students in all of the projects.

Number of Years In Project

Based on the data available at the time of the preliminary analysis, 74.7 percent of the pupils were in Project Conquest for the first time, 21.1 percent were in their second year in the project, 3.9 percent in their third year, and less than one percent in their fourth and fifth years. These are the correct percentages for Title I remedial projects.

STATISTICAL ANALYSIS AND INTERPRETATION OF PRE-POSTTEST DATA

Elementary

The reading test gains made by these students tested as "slow-normal" and "slow-learner" (not "retarded") illustrated how teachers who use such information to adjust their teaching methods can still structure significant pupil progress.

Reading Rooms

The New Developmental Reading Tests (N.D.R.T.) listed at the beginning of the Conquest evaluation were adopted in 1972-73, based upon a mutual decision of the director and evaluator. Pre-testing on these instruments diagnose the pupil's reading deficiencies in: (1) word recognition, (2) comprehension of significant ideas, (3) comprehension of specific instructions, and (4) speed of reading. Also presented are practical instructions on how to use the test for

---

[6]Stanford-Binet Intelligence Scale, Form L.M. (Boston, Mass: Houghton-Mifflin Co., 1960).

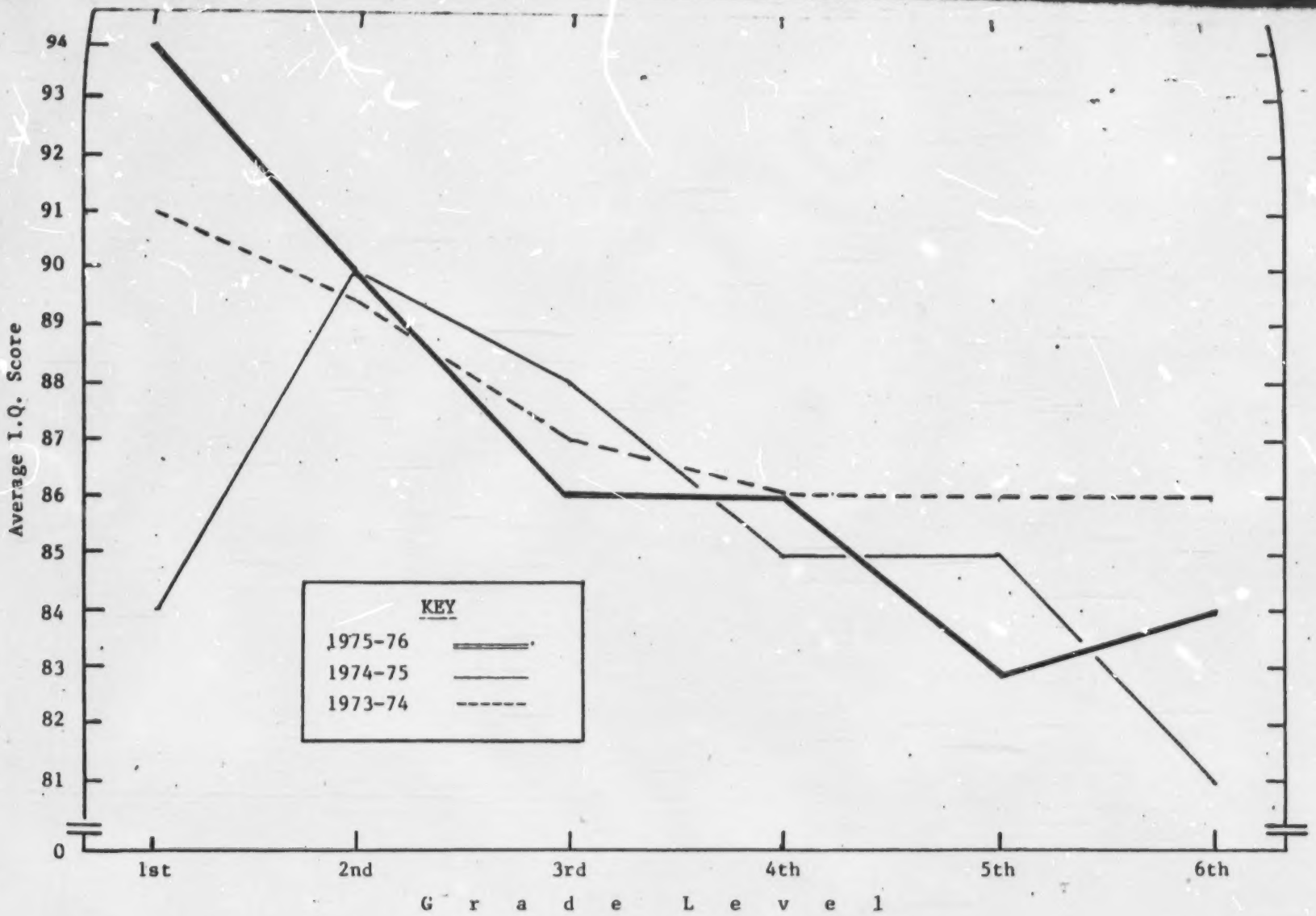


Fig. 1. Plot of Conquest Pupils' Average I.Q.'s On The Slosson Intelligence Test For the 1975-76, 1974-75, and 1973-74 School Years.

the improvement of instruction through interpretation and application of testing results. Posttesting on the alternate versions[7] not only measures the reading growth of each child, but, when the mean gains of each group are compared, will help assess the quality of teaching at each center. As is the problem with the Gates and the California gains, the N.D.R.T. have no zero base--1.3 is the lowest grade possible on the first through third grade tests and 1.5 on the fifth through sixth grade tests--so a child could score zero on a pre-test, gain 1.5 during the year, but show no gain; since this error is general, it does not bias the group gains reported but for assessing individual gains of children pre-scoring below the base, raw scores are checked. Also, the SORT, which does have a zero base, was used to establish each child's pre- and posttest word recognition ability; this test takes three minutes to give and score and has a .96 correlation with the Standardized Oral Reading Paragraph Test by William S. Gray.[8] The emphasis upon word recognition skills will be increasingly strong in all District 189 as a research study from this department[9] documents that one of the main variables contributing to the low testing scores of the students is not "comprehension" but "word recognition."

Testing Results. Table 1 reports the results of all Reading Room testings, by grade, for the project and the control groups.

---

[7]Alternate versions have too many duplications to be used for valid assessment of growth within a short time span, but with seven and a half months between testing can be used with no loss in the validity and reliability of the results.

[8]William S. Gray, Standardized Oral Reading Tests (Indianapolis, Indiana: Bobbs-Merril Company, Inc., 1965).

[9]Research, Evaluation, and Testing, District 189. Special Academic Research Study, May, 1976.

TABLE 1

READING ROOMS: MEAN GAINS MADE BY FIRST, SECOND, AND THIRD GRADE PROJECT CONQUEST PUPILS AND CONTROLS AVAILABLE FOR BOTH PRE-POSTTESTS ON DISTRICT AND PROJECT TESTS, 1975-76

Grade Level	Gates-MacGinitie N	Gates-MacGinitie Mean Gain	New Developmental Reading Tests N	New Developmental Reading Tests Mean Gain	SORT N	SORT Mean Gain
			PROJECT			
1st	2	.75	2	.75	2	1.45
2nd	112	.65	133	1.23	133	1.82
3rd	171	.64	192	1.39	192	1.75
			CONTROLS			
1st*						
2nd	33	.65	37	.75	37	1.03
3rd	15	.82	16	.64	16	.76

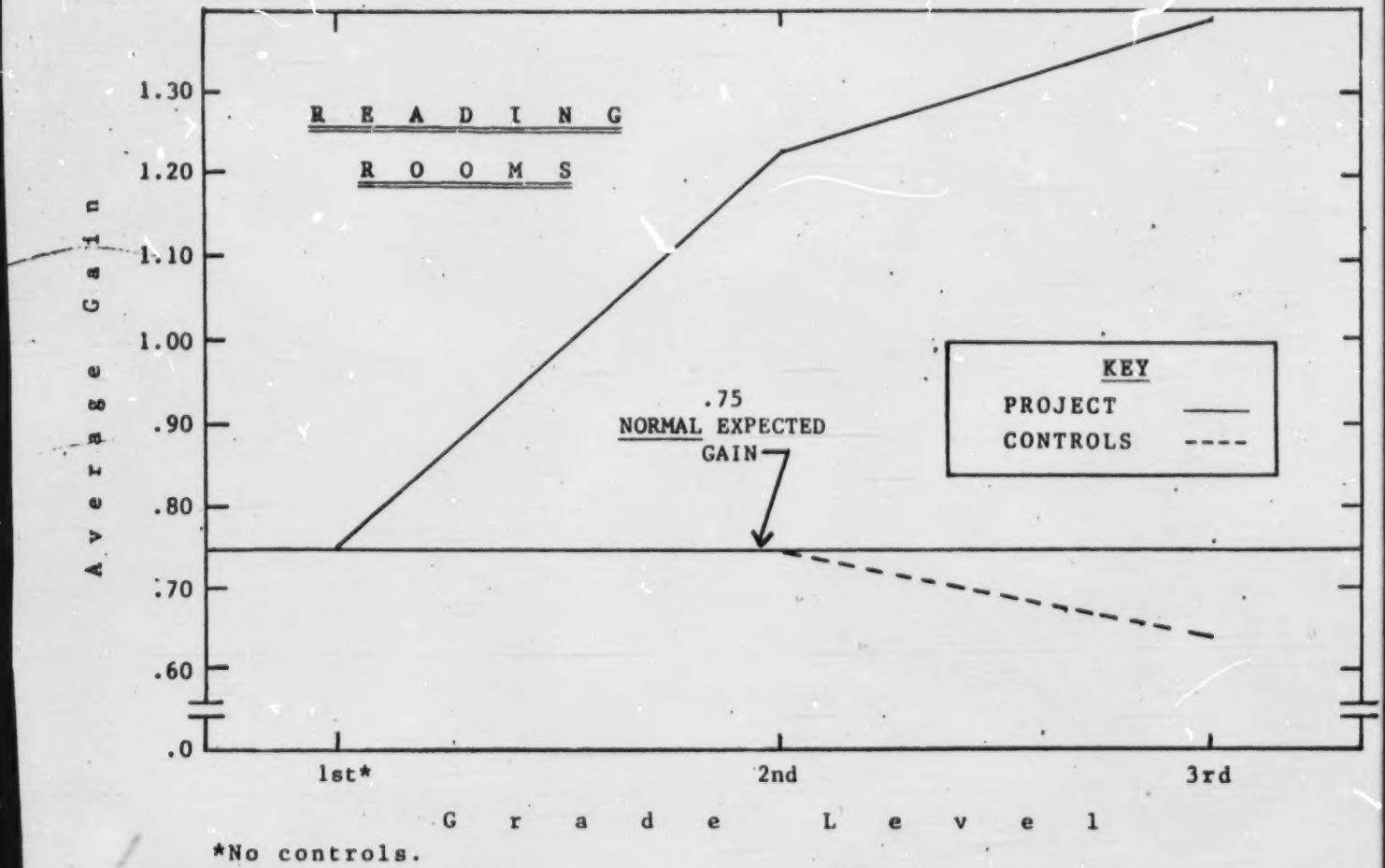
*No controls.

Bond-Balow

Figure 2 contrasts the mean gains (.02 is 2 months, 1.00 is one year) made by each grade level by the Project's Reading Room Groups and Reading Room Control Groups on the Bond-Balow New Developmental Reading Tests.

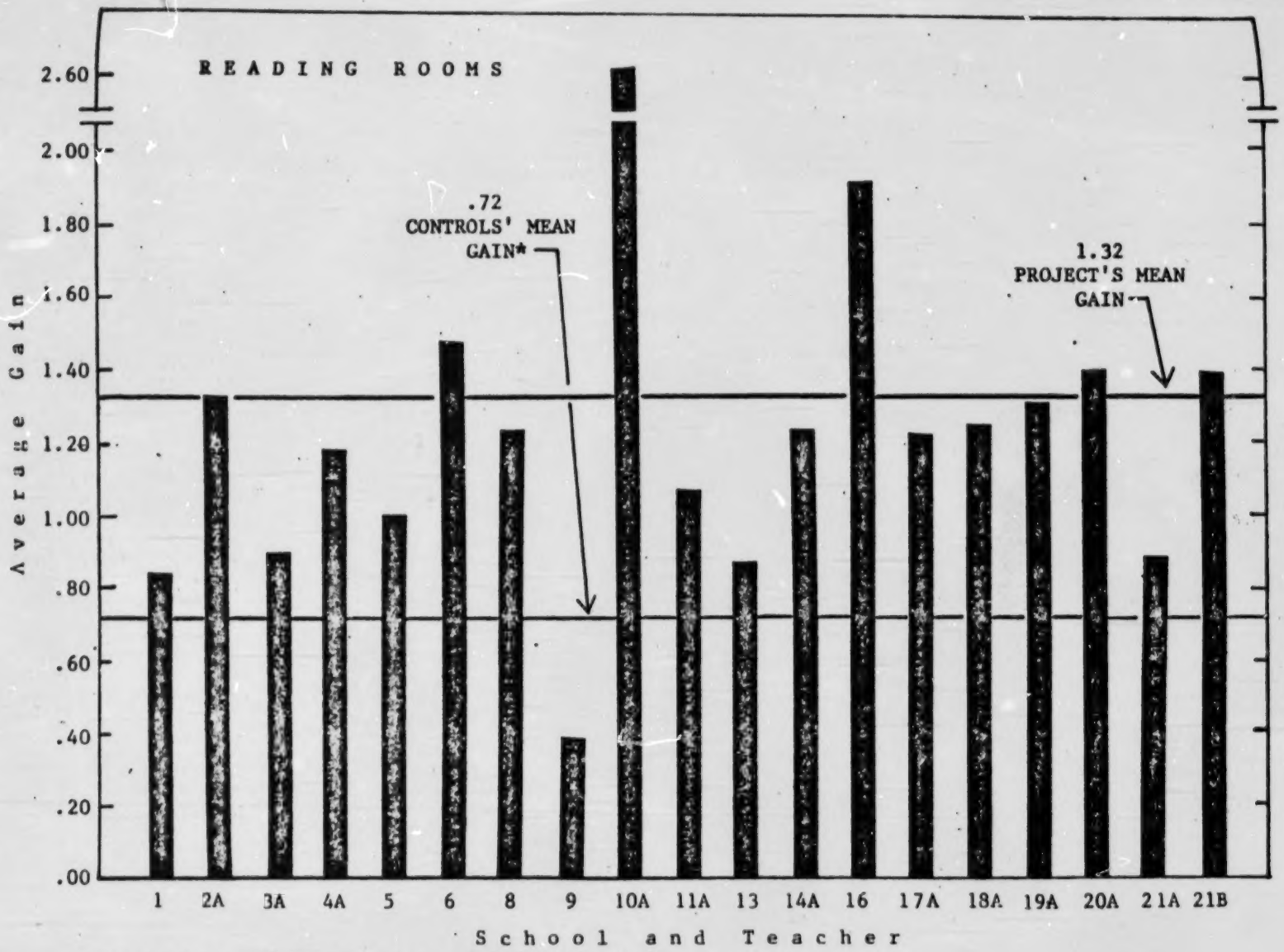
As can be seen in Figure 2, at each grade level the project groups' mean gains on the N.D.R.T. are above those of the control groups (no controls were available for the first grade).

The mean gains on the N.D.R.T. by locations and teachers are plotted in Figure 3.



*No controls.

Fig. 2. Plot of Average Gains Made By Pupils In Conquest and Control Groups on th Bond-Balow New Developmental Reading Tests. Based Upon 1975-76 Data.



*Controls available for 2nd and 3rd grades only.

Fig. 3. Plot of Composite Average Gains Made By First, Second, and Third Grade Conquest and Control Pupils On The Bond-Balow New Developmental Reading Tests. Based Upon 1975-76 Data.

The following teachers' pupils produced mean monthly gains above the 7.5 months, which is the normal expectation of pupil growth in the 7.5 months of instruction:

READING ROOMS: 1975-76

Location and Teacher	Mean Gain By Months Above 7.5 Months Normal Expectation
School 1	1.1
School 2A	6.0
School 3A	1.5*
School 4A	4.4**
School 5	2.5
School 6	7.5
School 8	5.0*
School 10A	18.7**
School 11A	3.4
School 13	1.3
School 14A	5.0**
School 16	11.8**
School 17A	4.8**
School 18A	5.0*
School 19A	5.7
School 20A	6.6**
School 21A	1.4*
School 21B	6.5

*Teachers whose student mean gains were above the 7.5 months expected in 1974-75.

**Teachers whose student mean gains in 1973-74 and 1974-75 were above the 7.5 months expected.

Students of teachers whose mean gains are underlined produced mean gains at or above the project's mean gain of 13.2 months (or 1.32) and are to be especially commended. All teachers listed are to be congratulated.

Reading Clinics

Table 2 records the results of all Clinic testings, by grades, for both the Project and the Control Groups.

TABLE 2

READING CLINICS: POSTTEST MEANS OF FOURTH GRADE PUPILS, AND MEAN GAINS OF FIFTH AND SIXTH GRADE PROJECT CONQUEST PUPILS AND CONTROLS AVAILABLE FOR BOTH PRE-POSTTESTS ON DISTRICT AND PROJECT TESTS

Grade Level	C.A.T. N	C.A.T. Posttest Mean	C.A.T. Mean Gain	Silent Reading Diagnostic Tests N	Silent Reading Diagnostic Tests Mean Gain	SORT N	SORT Mean Gain
			PROJECT				
4th	215	3.12		247	1.24	246	1.57
5th	141		.69	174	1.07	174	1.49
6th	54		.53	64	1.27	64	2.05
			CONTROLS				
4th	19	3.04		24	.71	24	.79
5th	16		1.34	19	.62	19	.46
6th	*		*	3	.50	3	.70

*No controls.

Figure 4 contrasts the mean gains made by each grade level for Reading Clinics and their Control Groups on the Bond-Balow Silent Reading Diagnostic Test (S.R.D.T.), the main project administered test.

Bond-Balow

The gains on the Bond-Balow by Reading Clinics, by location and teacher, are plotted in Figure 5.

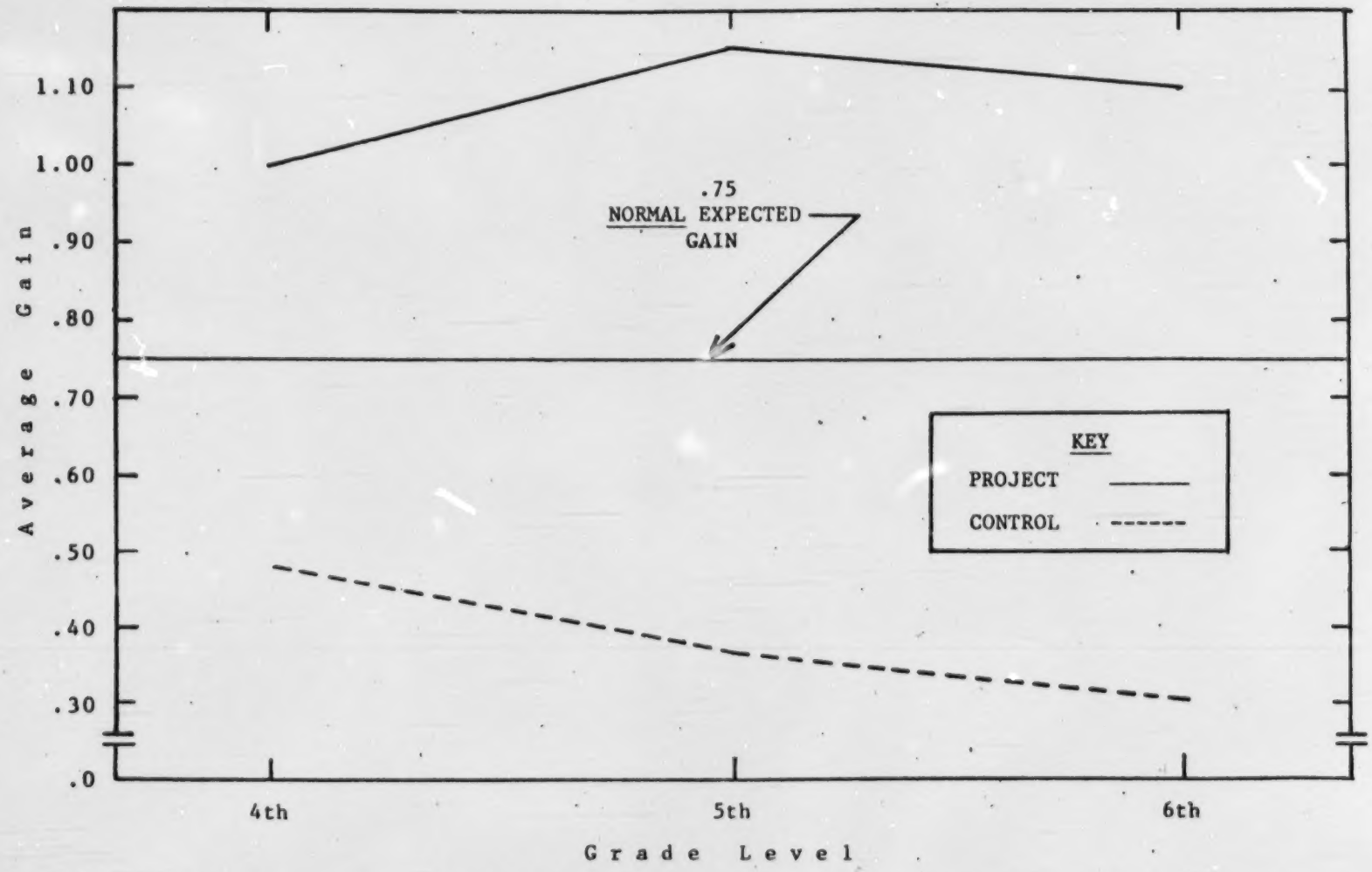


Fig. 4. Plot of Average Gains Made By Pupils In Conquest and Control Groups On The Bond-Balow Silent Reading Diagnostic Tests. Based Upon 1975-76 Data.

The following teachers' pupils produced mean gains (reported in months) above the 7.5 months normal expectation of pupil growth:

READING CLINICS: 1975-76

Location and Teacher	Mean Gain By Months Above 7.5 Months Normal Expectation
School 1	2.7
School 2B	6.8*
School 3A	16.5
School 3B	2.0**
School 5	4.0
School 6	11.9*
School 8	3.0
School 10B	6.0
School 11A	3.5**
School 11B	.5*
School 12	.8
School 14B	1.9
School 15A	6.6*
School 15B	12.9*
School 17B	7.8
School 18B	10.8**
School 19B	5.9
School 20A	4.3
School 20B	4.1*
School 21B	2.7*

*Teachers whose student mean gains were above the 7.5 months expected in 1974-75.

**Teachers whose student mean gains in 1973-74 and 1974-75 were above the 7.5 months expected.

All teachers listed are to be commended. Those whose mean gains are underlined are to be especially congratulated as their students produced mean gains above the Reading Clinics' mean gain of 11.8 months (1.18).

Table 3 reports the statistical analysis of the mean score gains made during the year on all Bond-Balow testing, the main standardized testing in Conquest. As both tests (New Developmental Reading Tests and the Silent Reading Diagnostic Test) are definitive diagnostic instruments, the significance reported is indicative of the improved reading abilities of the students through project participation.

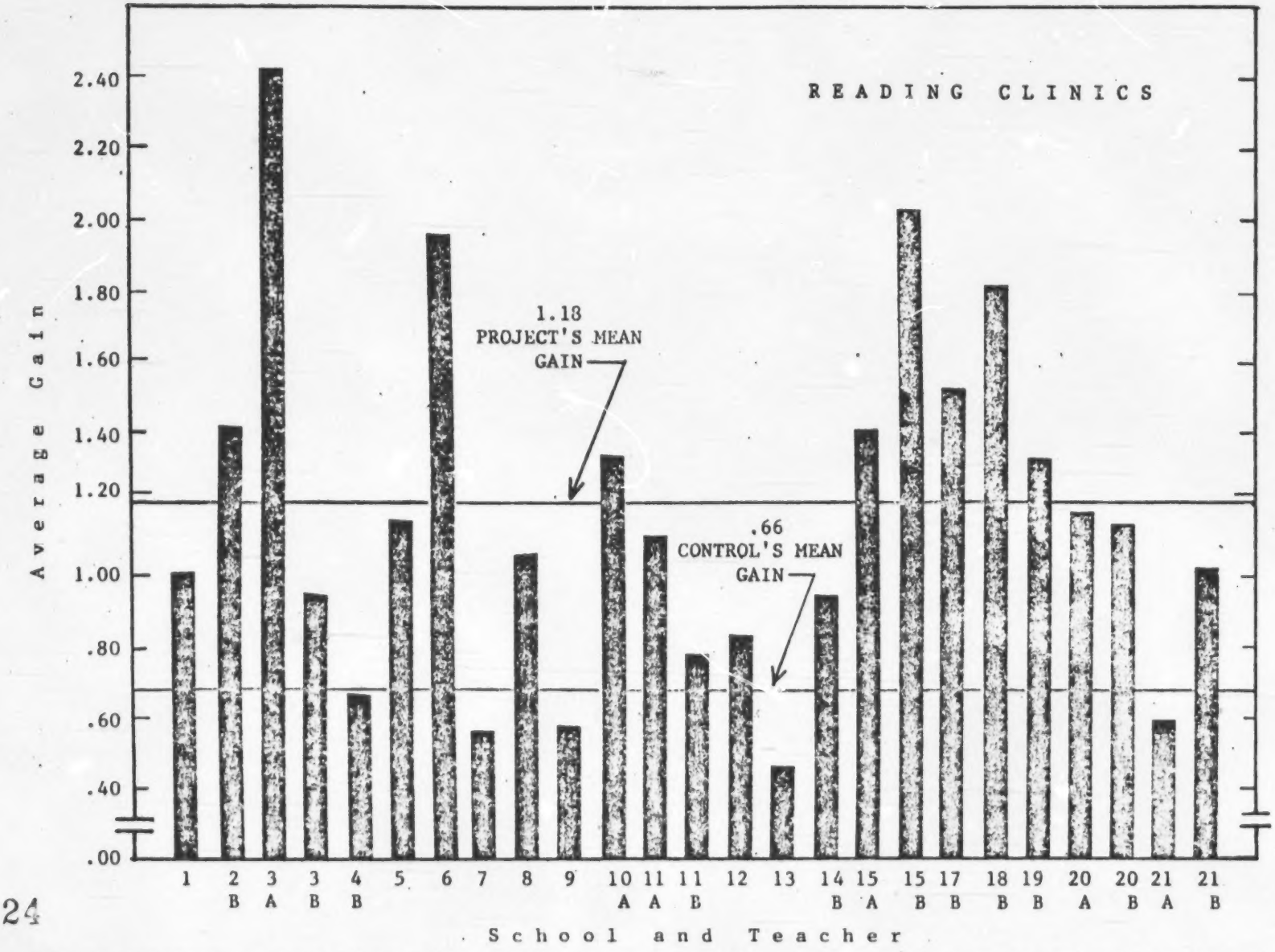


Fig. 5. Plot of Composite Average Grade Gains Made By Fourth, Fifth, and Sixth Grade Conquest Pupils and Controls on the Bond-Balow Silent Reading Diagnostic Test. Based Upon 1975-76 Data.

TABLE 3

RESULTS OF t TEST OF SIGNIFICANCE ON AVERAGE GAINS MADE BY PROJECT CONQUEST PUPILS AND CONTROLS ON THE BOND-BALOW TESTS, 1975-76

Grade Level	Group	N	Average Gain	d.f.	t	Level of Significance
1st*	Project	2	.75	—	—	—
2nd	Project	133	1.23	168	4.36	.01
	Controls	37	.75			
3rd	Project	192	1.39	206	3.75	.01
	Controls	16	.64			
4th	Project	247	1.24	269	3.42	.01
	Controls	24	.71			
5th	Project	174	1.07	191	2.37	.01
	Controls	19	.62			
6th	Project	64	1.27	65	2.63	.01
	Controls	3	.50			

*Due to small N in addition to lack of controls t test was not performed on these data.

The main behavioral goal of Project Conquest was that "...in the 7.5 months between pre-posttesting on the appropriate grade level Bond-Balow test the Conquest students' groups will make statistically significant mean gains at the .05 level above those made by the control groups." This behavioral goal was met at every grade level, with the exception of the first grade, where, though the project pupils' mean gain was 7.5 months, the absence of controls made it impossible to establish the statistical significance of this gain which was the amount normally expected in 7.5 months participation in the project.

SORT

The SORT was used at all grade levels, including the three junior high grades, which are reported in the section concerning this special group.

The mean gain of each of the Project's grade level students above that of both the control and expected gains is seen in Table 4.

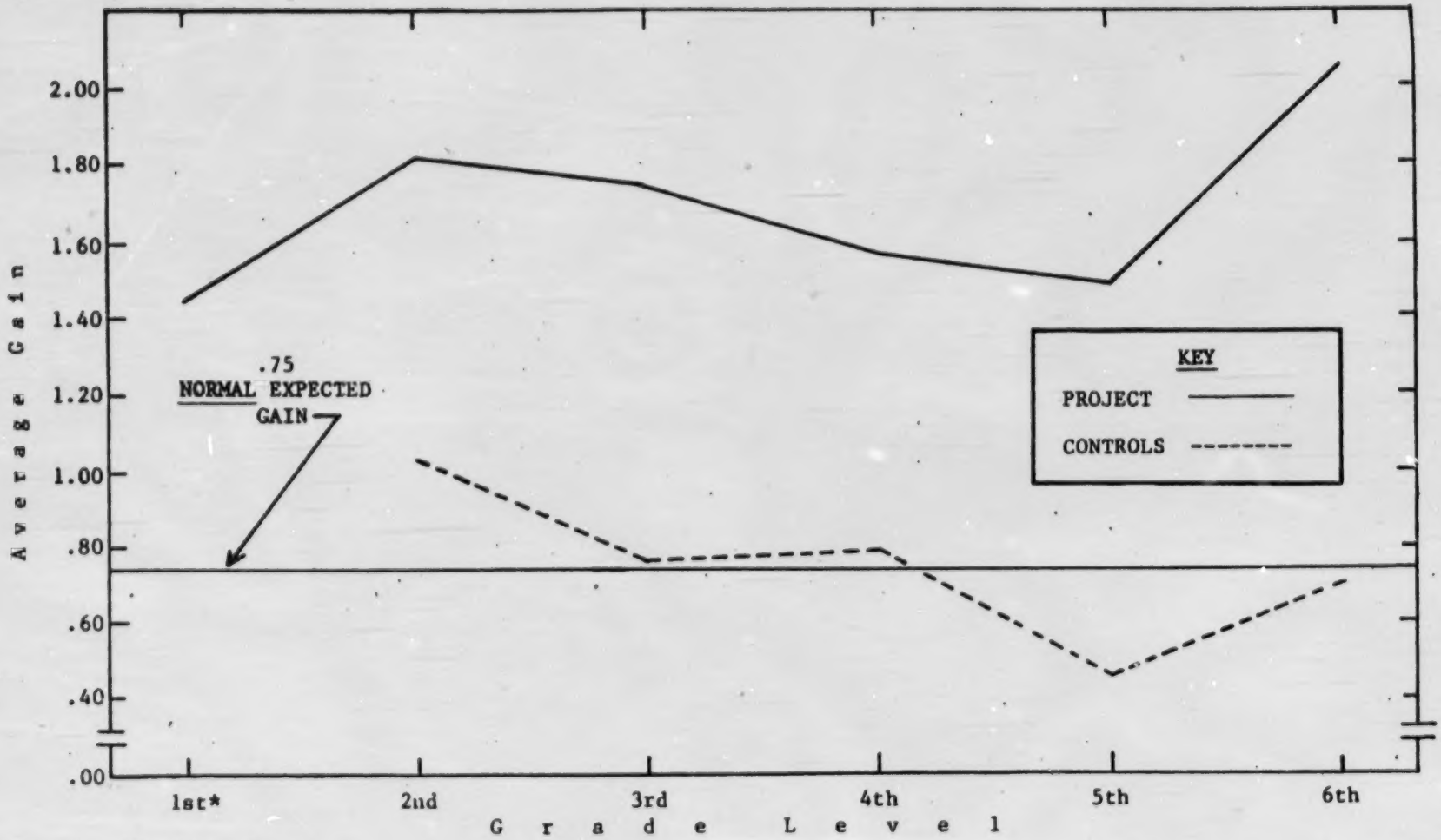
TABLE 4

SORT MEAN GAIN OF EACH PROJECT GRADE LEVEL ABOVE CONTROLS' GAINS AND EXPECTED GAINS

Grade Level	Above Controls	Above Expected
1st*	*	7.0
2nd	7.9	10.7
3rd	9.9	10.0
4th	7.8	8.2
5th	10.3	7.4
6th	13.5	13.0

*No controls.

The contrast between the mean score gains on the SORT of the Conquest and the available Control Groups, by grades, is plotted in Figure 6. Though no statistically significant gain above controls was set for the SORT testings, as seen in Table 5, all project gains in the basic word recognition skills which are needed before comprehension abilities can be fully developed, were highly significant and apparently can be attributed to the teaching in the project.



*No Controls.

Fig. 6. Plot of Average Gains Made By Conquest Pupils and Controls on the SORT Test. Based Upon 1975-76 Data.

TABLE 5

RESULTS OF t TEST OF SIGNIFICANCE ON AVERAGE GAINS MADE BY PROJECT CONQUEST PUPILS AND CONTROLS ON THE SORT

Grade Level	Group	N	Average Gain	d.f.	t	Level of Significance
1st*	Project	2	1.45	—	—	—
2nd	Project	133	1.82	168	5.27	.01
	Controls	37	1.03			
3rd	Project	192	1.75	206	4.71	.01
	Controls	16	.76			
4th	Project	246	1.57	268	4.11	.01
	Controls	24	.79			
5th	Project	174	1.49	191	5.15	.01
	Controls	19	.46			
6th	Project	64	2.05	65	5.40	.01
	Controls	3	.70			

*No Controls.
Based Upon 1975-76 Test Results.

Gates-MacGinitie and California Achievement Tests, Reading Subsection (1970 Version)

Conquest's secondary behavioral goal stated that the project groups would make statistically significant mean gains above those of the controls in the 7.5 mo months between pre-posttesting on the district's main project testings, thus indicating a significant positive move of the project groups toward their grade level placement; the second part of this goal was to raise at least ten percent of these children to grade level performance, as evaluated by their individual composite posttest performance on all Reading tests, and by project-homeroom teachers' joint judgment of the pupils' ability to keep up with their peers.

Table 6 documents the results of the analysis by Student's t of the gains made on district tests by the Project and Control Groups.

TABLE 6

ANALYSIS BY STUDENT'S t OF PROJECT AND CONTROL POSTTEST MEANS (FOURTH GRADE) AND MEAN GAINS ON DISTRICT TESTS

Grade Level	Group	District Test Mean Pre-	District Test Mean Post	Means or Mean Gains	Average Gain/Loss (Project Over Controls)	t	d.f.	Level of Significance
				Gates-MacGinitie Reading Test				
3rd*	Project	1.30	2.05	.75	—	—	—	—
3rd**	Project	1.71	2.36	.65	.00	—	—	—
	Controls	1.61	2.26	.65				
4th	Project	2.18	2.82	.64	-.18	.78	184	N.S.
	Controls	1.85	2.67	.82				
				California Achievement Tests, Reading Subsection				
4th	Project		3.12		.08	.47	232	N.S.
	Controls		3.04					
5th	Project	3.31	4.00	.69	-.65	1.59	155	N.S.
	Controls	3.12	4.46	1.34				
5th**	Project	3.92	4.45	.53	—	—	—	—

*No Controls available.

**Mean gain the same for project and control groups.

At no grade level was project significance met on the district tests.

Grade Level Goal

Project Conquest set a goal of returning ten percent of its pupils to the regular classroom, at their regular school grade level on the Bond testings. This goal was met as 187 (19 percent) of the students reached grade level. An additional 138 students (14 percent) were within one month of reaching that goal. A group of 388 (38 percent) made gains of over a year; these students had pre-tested too low to meet grade level but they did make significant gains, and along with the above mentioned groups represented 70 percent of the students served.

Junior High

There were 181 junior high students at the beginning of the project year; however, 25 students dropped and one student transferred. Test score data were reported for 155 junior high school students (seventh grade,(1 parochial); eighth grade, 109; and ninth grade, 45) who were served in a special developmental reading program. These students were experiencing great difficulties in succeeding in the junior high work which demanded reading, but performed on norm with their peers in non-reading skills. Upon entrance into the program, all students were supposed to have been tested on the Slosson to confirm the homeroom teacher's assessment of "capable"; however, only 69 Slosson scores were reported--this is less than 50 percent of the 155 seventh, eighth and ninth grade students who remained in the project for the full year. The seventh grade pupil tested 79 on the Slosson, the mean score of the 48 eighth graders was 81, and the mean score for the 20 ninth graders was 73.

Based upon the testing results on Bond-Balow, which document specific deficiencies in word recognition and decoding skills, students were started at their levels of basic reading skills, beginning with the Phonovisual Chart (to improve word decoding ability) and were encouraged to read many short books written a little below their mean grade reading level (4.6) but of their age interest, so they could gain both fluency in reading and learn to enjoy it. Oral reports on these books were made to increase ability in choosing the main idea of a story, an important reading skill needed in all school work. It was not expected that these students would be brought to grade level in the 7.5 months of their 45-minute daily instruction, as the grades of these students evidenced a pattern of many years of failures in reading.

Though the Bond test was used as a diagnostic test, gains on the SORT also were used in the evaluation of this junior high group for two reasons: (1) with these students the long Bond test was frustrating, and (2) both the Bond test and the SORT pre-testing documented a primary need in word recognition skills, with the ninth grade mean scores even lower than that of the eighth grade.

The behavioral goal set was that the mean gain of these students in the 7.5 months of instruction would be .75 (7.5 months) on the SORT.

Table 7 records the Bond and the SORT average gains in months of the junior high students during the 7.5 months of Conquest instruction.

TABLE 7

JUNIOR HIGH SCHOOL PUPILS: MEAN GAINS MADE BY 7TH, 8TH, AND 9TH GRADE PROJECT CONQUEST PUPILS ON THE BOND AND SORT TESTS

Grade Level	N	Bond Mean Gain (In Months)	SORT Mean Gain (In Months)
7th	1	2.0*	12.0*
8th	109	5.0	10.9
9th	45	6.8	9.7

*Raw score.

Table 8 documents the significance of the gains made by the junior high Conquest students on the SORT. Significance of these gains was assessed as it was in "word recognition" skills that these students evidenced the most need of improvement. The test of significance was not performed on the seventh grade because there was only one student.

TABLE 8

RESULTS OF t TEST OF SIGNIFICANCE* ON AVERAGE GAINS MADE BY PROJECT CONQUEST'S JUNIOR HIGH SCHOOL PUPILS ON THE SORT

Grade Level	N	Average Gain	d.f.	t	Level of Significance
8th	109	1.09	108	5.67	.01
9th	45	.97	44	1.86	.05

*Student's t Related, using an hypothesized mean gain of .75 (seven and one-half months) in the absence of control data.

Figure 7 plots the junior high students' mean gains by school and teacher. The variance in mean gains from the 7.5 months expected ranged from a - 1.9 months to a +5.0 months at the various locations in the Title I area and with students selected for the same basic need of improvement. The variability in these gains of students testing in the same intelligence range indicates the presence of strong uncontrolled variables: i.e., "desire to improve" (not assessed by any intelligence test), adolescent interests, etc.

NON-STATISTICAL EVALUATION

Staff Training

Constant staff training, with emphasis upon methods recommended for the slower child, through pre-service and inservice workshops, etc., is evidenced in the significant gains made by the project children.

Parental Involvement

The added insights of parents concerning the project, through their observation of its work and in learning ways to help their children at home, may be considered a strong variable which influenced the children's success. When teachers and parents know each other, and their educational goals for the same child are set together, the rapport established helps the children to work. An added and unobtrusive evaluation of parental interest is that all parents, though not attending every Parent Council meeting, again, as last year, averaged at least 50 percent attendance for the scheduled events, and all parents were present at the Award Day held during the last week of May, 1976, at the Round Table Restaurant.

Award Day

The Award Day brought public recognition to the children, their parents, teachers, and administrators whom the project considered had either accomplished much as students or assisted the project as professional educators.

Besides the 187 (19 percent) students who reached grade level, 138 (14 percent) came within a month of grade level, 401 (40 percent) made gains of over a year on the Bond testings, and 18 percent of the children received perfect attendance awards.

For both the children who had worked hard to overcome reading difficulties such recognition was a boost to morale; it was also an indirect compliment to the teachers.

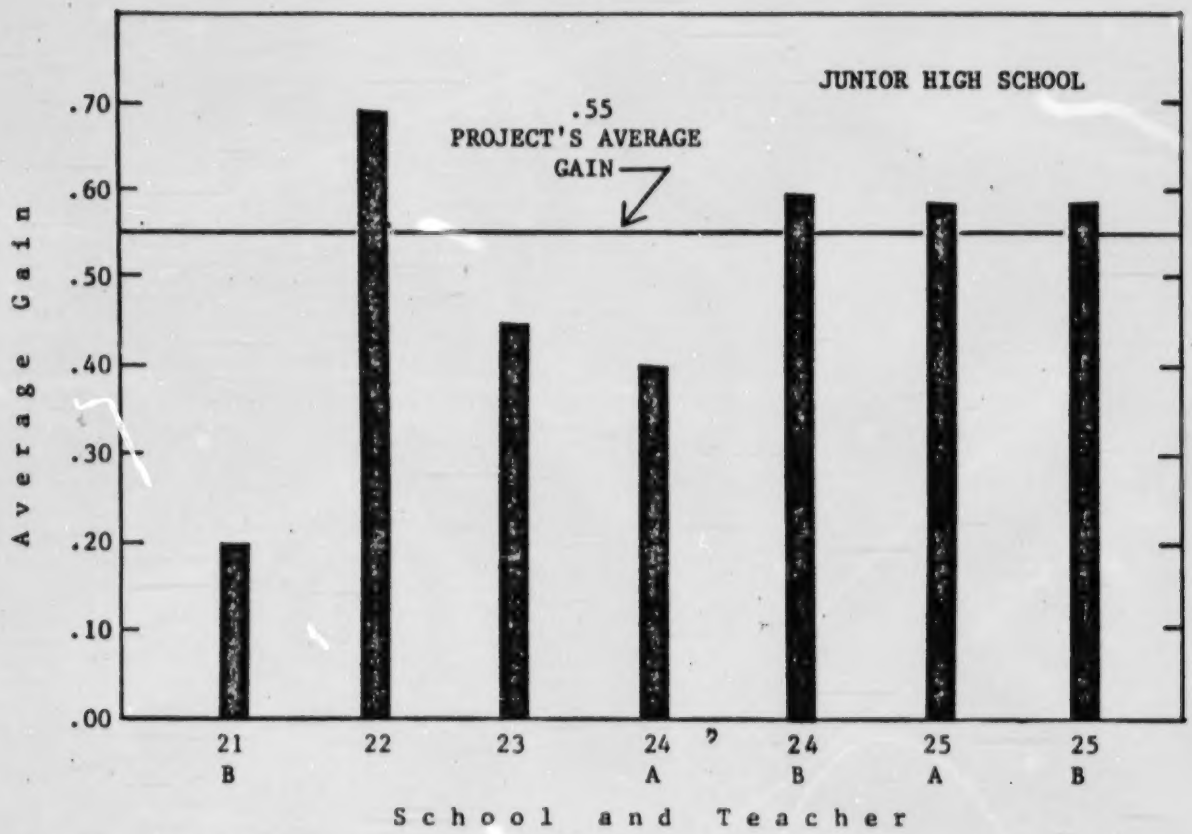


Fig. 7. Plot of Composite Average Grade Gains Made By Seventh, Eighth, and Ninth Grade Conquest Pupils on the Bond-Balow Test. Based Upon 1975-76 Data.

RECOMMENDATIONS

Recommendations are made only to improve projects' services to students; where previous recommendations could be implemented by the project director, with the cooperation of the Title I director, all were made.

There is only one recommendation, but it is very strongly made:

> Again, as recommended in 1974-75, the project Reading Coordinators should concentrate their services on assisting the poorly performing teachers in the project: these two teachers were selected for the position because they were--and are--exemplary teachers and know how to help teachers in need. Certainly aides, who must have two years of college to qualify for the position, can be trained to handle the clerical reports.